Finding Meaning in *Mean Girls*: A Typological Analysis of a Young Woman's Transformation

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The struggle to belong can be felt throughout one's life, though one such stage where the challenge to find a fit can manifest most acutely is high school. The film, *Mean Girls*, directed by Mark Waters et al reveals such challenges as it follows Cady, a girl who has been homeschooled for the majority of her life, and her journey of adjusting and belonging to a high school friend group. In the film we see Cady transform from an innocent home-schooled student into a popular caricature and finally into a self-assured young woman who can not only maintain her own individuality amidst social pressures, but can also help others do the same (Waters et al, 2004). This transformation can be traced using Jung's Personality Type theory with Cady, the protagonist typed as ISFJ. The personality type of ISFJ has introverted sensing (Si) dominant function, with extraverted feeling (Fe) auxiliary, introverted thinking tertiary (Ti) and extroverted intuition (Ne) inferior function (Shumate, 2021, p. 178). The ISFJ shadow functions are extroverted sensing (Se) as opposing person archetypally, and introverted feeling (Fi), extraverted thinking (Te), and introverted intuition (Ni) as the shadow functions (Shumate, 2021, p. 178).

Through the lens of Personality Theory, Cady's transformation in the film includes coming to terms with her shadow personality extraverted sensing and incorporation of her inferior function, extroverted intuition. Thus the focus of this paper will be on the functions of Introverted Sensing as Cady's dominant function, Extraverted Sensing as her shadow function,

and Extroverted Intuition as inferior function. Through Cady's transformation from subjective sensing outsider, to popular mean girl, to authentic mathlete, we can see how in the film and in the personality dynamics according to the Myers Briggs Theory, coming to terms with one's own shadow and inferiority can help one find one's place of belonging and can help others find their place of belonging as well.

We are first introduced to Cady through her parents preparing her for her first day of school even though she is sixteen. We are then introduced to Cady as narrator with her subjective, inner monologue, explaining to the audience, "My family's totally normal. Except for the fact that both my parents are Research zoologists and we've spent the last twelve years in Africa" (Waters et al., 2004). We then see images of Cady and her family in Africa as she describes that her mother got off her tenure at Northwestern University which meant she had to adjust to high school in the United States. With Cady as narrator, we see how "introverted sensation transmits an image which does not so much reproduce the object as spread over it the patina of age-old subjective experience and the shimmer of events still unborn" (Jung, 1923, p. 395). Thus the photos in the introduction along with her narration are an invitation to how her subjective experience will unfold in the film.

Cady's adjustment to high school was difficult even before she steps on campus and says goodbye to her parents as she almost gets hit by a bus just crossing the street to school. Here is the first inkling of how an

introverted sensor's "development alienates (her) from the reality of the object, leaving (her) at the mercy of (her) subjective perceptions," (Jung, 1923, p. 397). Cady then struggles to make her way through the chaos of the front yard and to her classroom, where she, in her search for a suitable seat, walks right into her teacher, causing her teacher to spill coffee all over herself. In trying to take off the top layer of her sweater, the teacher takes off both layers as another teacher walks in. Soon after the teacher divulges she got divorced over the summer. In this way we are introduced to Cady's inferior function, which for ISFJ's is Extraverted Intuition. Jung describes the nature of inferior intuition as an "archaicized intuition (which) has an amazing flair for all the ambiguous, shadowy, sordid, dangerous possibilities lurking in the background." (Jung, 1923, p. 398). Thus, the possibility of embarrassment due to the fashion mishap of spilling and then the shadowy possibility of divorce suggests her teacher, Mrs. Norbury may be a functional hook for Cady's extraverted intuition.

As her first day of school unfolds, Cady's introverted sensation dominant function is up against arbitrary rules like the lavatory pass, and other situational regulations. This could be a presentation of her opposing personality, or the archetype of personality theory that "operates somewhat like a legal adversary who makes continuing objections in court; it can be recognized by a series of negatives and denials." (Shumate, 2021, pp. 82-83) This is made most apparent when Cady cannot find a place to eat lunch,

as everyone in the cafeteria opposes her subjectivity, and therefore she retreats to eating lunch by herself in the bathroom.

The next day Cady meets Damien who compliments her hair color and his friend Janis who take her to the “back building” instead of G14. Here the pair of friends act as the trickster, which for ISFJ’s is the archetypal third shadow position (Shumate, 2021, p. 178) guiding her into the social structure in high school as they introduce her to “the plastics” which are the popular group of girls among other groups in the cafeteria. Their introduction shows evidence of Extraverted Thinking, which “relies on facts outside of the thinker, which are more decisive than the thinking itself, for soundness and value.” (Myers & Myers, 1995, p. 78) The group consists of Karen, who is pretty, Gretchen, who is rich, and Regina who is the leader of the group. Damien and Janis then give Cady a map of the cafeteria, telling her how where she sits is important.

Cady is about to join them for lunch but a boy from the cafeteria intercepts her and asks her questions with sexual innuendos, perhaps reflecting how the Extraverted Sensing Type’s “whole aim is concrete enjoyment, and his(or her) morality is oriented accordingly.”(Jung, 1923, p. 363) In characteristic introverted sensing fashion Cady maintains composure but is asked to sit at the table with none other than Regina George, showing how those with introverted sensing dominant “may be conspicuous for (their) calmness and passivity, or for (their) rational self-control” (Jung, 1923, p. 396). Regina invites Cady to eat with the Plastics,

for that day and for the rest of the week. Cady reports this to Damien and Janis who, in trickster fashion, ask Cady to spy on Regina and tell them everything they say. Next, Cady who is so happy to get to Math class, where she could utilize her dominant function introverted sensing (Shumate, personal communication, 2023) is confronted with another opposing personality, Aaron Samuels, who she says aloud is “so cute” (Waters et al, 2005). This shows how ISFJs, “May be attracted to (the) vitality and sensuality” (Shumate, 2021, pp.153-154) of Extraverted Sensing.

For the most part, though, Cady experiences Se as oppositional and negatory as the next day at lunch the Plastics tell her all the rules they abide by such as only being able to wear hair in a pony tail once a week and wearing pink on Wednesdays. Further, Cady is not allowed to like Aaron from her math class because he is Regina’s ex-boyfriend. Despite her love for math, Cady is hesitant to join the math team, who want to get jackets and would “get twice as much funding if they had a girl” (Waters et al, 2004), which is more extroverted intuition possibilities also evidenced by the teacher Mrs. Norbury who said she would be “perfect” on the team. Cady, however continues to spend time with Regina, spending time with her and her friends at her house where they introduce her to the “Burn Book” where the girls cut out yearbook pictures of other girls and write hurtful comments about their peers.

As the school year continues Cady continues her attempt to be in a relationship with Aaron by pretending to be lost in math class and asking

Aaron for help. This time she is the opposing personality to him in saying in her head, introvertedly how “wrong” his answers were when she asks him. He asks her to attend a Halloween party, and she then skips the mathletes meeting to prepare a costume. Cady wears a witch costume, but then has a rude awakening when she realizes that all the other girls were wearing costumes that make them look attractive. Again her Introverted Sensing clashes with Extraverted Sensing, especially when she sees Regina kissing Aaron in front of her, causing her to flee from the party to her trickster friends on Halloween, ready to seek revenge on Regina for stealing Aaron from her.

With the help of her Te trickster friends, Cady devises a plan to overthrow Regina by cutting off her resources, including her now-boyfriend Aaron, her physique, and loyal friends. This also confirms Te in her trickster position as Te “has its goal the solution of practical problems, discover and classification of facts, criticism and modification of generally accepted ideas, planning of programs, and developing of formulas” (Myers & Myers,1995, p. 78). Thus the “plan” to overthrow Regina shows the planning of Extraverted Thinking which is in Cady’s trickster position (Shumate, 2021, p.178).

Cady, with introverted sensing composure is able to stay friends with the plastics even with Regina flaunting her relationship with Aaron. Cady says she knows “how this would be settled in the animal world” (Waters et al, 2005) and the scene shows her physically fighting Regina. This shows

how Cady's subjectivity in introverted sensing "apprehends the background of the physical world rather than its surface. The decisive thing is not the reality of the object, but the reality of the subjective factor, i.e. the primordial images, which in their totality represent a psychic mirror-world" (Jung, 1923, p. 395) This fight scene stays a mirror world, however, as a reflection of Cady's introverted sensation.

Next, Cady participates in the Winter Talent Show, performing Jingle Bell Rock with Regina, Karen and Gretchen. Amidst the suggestive choreography, Gretchen accidentally kicks the portable boombox, leaving the dancers awkwardly on stage. Cady then improvises and starts singing the Jingle Bell Rock, inviting the audience to sing as well. Mrs. Norbury accompanies the dancers on the piano, possibly a reflection of her inferior function extraverted intuition. This shows how an ISFJ's extraverted intuition can be "triggered off by outside event, since (her) inferior intuition is essentially extroverted" (von Franz & Hillman, 2013, p. 42) as it was Gretchen accidentally kicking the boombox that triggered Cady's intuition to respond by singing.

Cady and her friends continue their plans to overthrow Regina by attempting to trick her by giving her Kalteen bars with Swedish wrappers that cause her to gain weight rather than lose it. Regina gains weight from Kalteen bars such that she cannot fit in her prom dress, in some ways reflecting the beginnings of trickster shadow inflation of Cady. It is at this

point, however that Cady shows signs of transforming into an inflated version of her opposing function, Se, as a plastic.

Cady, confesses that she was “a woman possessed. (She) spent about 80 percent of my time talking about Regina. And the other 20 percent of the time (she) was praying for someone else to bring her up so (she) could talk about her more”(Waters, et al 2005). Even Cady’s trickster friends start tiring of her talking about Regina and she finds herself hijacked with a personality that only cares about Regina, to the point where she stops caring about her other friends. This shows how:

> Identification with the opposing personality is at the root of what Erik Erikson (1956) calls the choice of a “negative” identity, because the shadow function that has replaced the superior function is actually operating with the aim of opposing or defending against others, rather than relating or cooperating with them. (Sandner & Beebe in Shumate, 2021, p. 74)

Cady starts intentionally doing poorly on math tests so Aaron could tutor her, and in one of their sessions tells him that Regina is cheating on him. After splitting with Regina, Aaron does not ask Cady to be his girlfriend, however, as Cady is no longer his opposing personality and is rather acting like Regina as a result of a functional/archetypal shadow possession. Aaron not asking Cady out shows how “The opposing personality is so relentlessly oppositional that it does not seem to know what it wants, except that it wants to object to everything” (Shumate 2021,

pp. 82-83). This suggests that one cannot come to terms with ones opposing function by acting like the opposing function, especially not in an inflation, for the person enacting the opposing function will simply oppose that as well.

Mrs. Norbury notifies Cady that she is failing math, and using her extraverted intuition hints to Cady that doing all this for a guy is not worth it. This show of intuition activates Cady's inferior function, making her furious and lash out with her plastic friends, writing about Mrs. Norbury in the Burn Book. This further shows how Cady has become opposed to her past self, for as Jung writes about the dominant introverted sensing type: "But as soon as the unconscious becomes antagonistic, the archaic intuitions come to the surface and exert their pernicious influence, forcing themselves on the individual and producing compulsive ideas of the most perverse kind" (Jung, 1923, p. 398). Her intuitions from her inferior function that have antagonistic form are thus drawn to the surface in writing about Mrs. Norbury.

The inflation from the trickster and shadow possession continues as Cady admits "I know it may look like I had become a bitch, but that is because I was acting like a bitch" (Waters et al, 2005). This paradoxical justification indicates further inflation by the trickster. Further, in the next scene her trickster friends ask her to hang out but she denies them, looking in the mirror, putting on make up, saying she is planning the trickery of the plastics on her own without consulting even them. This suggests she is

possessed both by her shadow and trickster inflation, or “the unconscious narcissism that characterizes possession by the trickster archetype.”(Shumate, 2021, pp. 118-119). This is evidenced by her staring at herself in the mirror, captivated by her own “mask”.

Cady then fully embodies her shadow as she takes Regina’s place as leader of the plastics. This transpires as Karen and Gretchen banish Regina from the lunch table because she breaks a plastic rule by wearing sweatpants on a Monday due to her current pant size. Gretchen and Karen then follow Cady around, further confirming that Cady is living her shadow, or opposing function. She is now in direct opposition to her past self as Gretchen and Karen convince her to lie to her parents to evade going to an event over the weekend so she can throw a party. This also shows trickster inflation as she lies to her parents saying she is going to her trickster friend, Janis’s art show rather than the truth of Cady throwing a party for her popular friends.

Cady further exposes possession by her opposing personality when she invites Aaron, her narrator dialogue saying “Aaron Samuels was going to be in my house, at my party”(Waters, et al, 2005). She then dresses up fully as Regina, embodying her opposing Se in opposition to herself in her own home. Her plan to be with Aaron, however goes awry. First, her ISFJ home instincts get activated as much of the student body of the school including people she does not know show up at her house. Her reflex as an ISFJ is to be defensive at the door, as ISFJ’s “May feel bombarded by

sensory input and need to put a stop to it” (Shumate, 2021, pp.154) when personally using Se. Further, Cady is preoccupied only with finding Aaron at the party, demonstrating how an ISFJ “Often wants them (Se) to make the present activity relevant; otherwise may disengage” (Shumate, 2021, p.154) when others utilize Se. Cady retreats to her room without finding Aaron, to escape from the pandemonium downstairs.

While Cady is in the bathroom of her room, Aaron wanders into her bedroom. As the opposing person, he shakes his head when he sees the picture of Cady as a “plastic”, but smiles when he sees a photo of her on an elephant. This suggests that Aaron opposes Cady’s heroic attempt to overcome Regina to get with him which resulted in her becoming an inflated shadow version of extraverted sensing rather than her authentic self. This shows that someone with extraverted sensing will reject an introverted sensor’s inflated Se shadow, for it is still the opposing personality of the introverted sensor. Aaron shaking his head at Cady’s photo as a plastic shows how “Facing in the opposite direction from the hero function, the fifth function is like a rearview mirror, giving us a defense from the rear. Because of this, it is sometimes easier to see the opposing personality function in terms of what it is not.” (Shumate, 2021, p. 115) Aaron looking at Cady’s past photos is like the action of the “rearview mirror”, and also is evidence that true Extraverted Sensing is not the inflation Cady is enacting.

Aaron then directly opposes Cady's inflation as he says to her when she comes out of the bathroom, "wow, you look um… new clothes?"(Waters et al, 2005), as if to call her out on her trickster act and asks if she wants to go downstairs. This is in opposition to Cady's heroic ego, however, and she says "let's stay here" (Waters et al, 2005), and admits to him that she was failing math just to get to spend time with him. She then says she is actually really good at math and that he's the one that is bad at math. He then tells her that failing on purpose is stupid. She then tries to defend herself by saying that he was Regina's "property" and that she needed a reason to talk to him (Waters et al, 2005). Cady calling Aaron Regina's property suggests projection, as Aaron soon her calls out on, for she is the one who was actually Regina's "property", implied when Aaron then says *she* "is just like a clone of Regina" (Waters et al, 2005). Cady saying Aaron is like a clone of Regina shows how "Projection is a common response to the shadow. In projecting, we displace qualities we dislike in ourselves onto others, and then, bizarrely, we punish them for being like us." (Shumate, 2021,p.12) Cady then literally punishes Aaron as she vomits on top of him, right as Regina enters the room, causing him to leave.

After projecting on Aaron, Cady follows him out of the house and finds her trickster friends, Janis and Damien outside, confronting her inflation by confronting her with the truth that she is no longer pretending to be plastic but is in fact plastic. Cady tries to defend herself, saying that it was Janis's idea in the first place, but then exposes her own trickster inflation by saying

“its not my fault you’re like in love with me or something”(Waters et al, 2005), causing Janis to throw her art piece at her, a portrait of Janis, Damien and Cady, showing her past self to her present inflation.

Next, the trickster surfaces as Regina’s current boyfriend tells her that the Kalteen bars that Cady told her to eat to lose weight actually make her gain weight. This results in Regina releasing a loud scream of rage, as the opposing personality, the opposite of ISFJ. This shows how “Rage is the opposite of the face (ISFJ’s) give the public most of the time” (Shumate, 2023, personal communication). In this instance Regina is releasing the rage opposed to Cady’s previous Introverted Sensing composure, perhaps similar to the rage Cady first felt when Regina was flaunting Aaron in front of her in the cafeteria and Cady envisioned fighting her like wild animals yet pretended to not be bothered. Regina then puts her own photo along with mean words in the burn book and turns it in to the principal, marking a turning point, as Cady’s trickster tactics become known along with the inflation and Regina responds similarly with the trickster. Regina tells the principal that Cady, Gretchen and Karen are not in the burn book and therefore are suspects for the creation of such a hurtful book.

Regina then scatters photocopies of pages of the burn book throughout the school. This shows enantiodromia from sensing dominance, as the intuition inferior function of extraverted sensing and introverted sensing types reflects how, how repression of intuition in a sensing type, makes “intuition, the noblest gift of man, into meddlesome officiousness,

poking into every corner; instead of gazing into the far distance, it descends to the lowest level of human meanness." (Jung, 1923, p.365). The insults on the photocopied pages of the burn book reach every corner of the school, and even Mrs. Norbury sees what Cady wrote about her after she called Cady out for failing math.

As the student body sees everything that was written about them, chaos ensues as real, physical fights break out between students. A teacher passing by tells the principal "the girls have gone wild" (Waters et al, 2005). The scene resembles the imaginary scene Cady had earlier of fighting Regina over Aaron, showing how there is "in an introverted sensation type material that (is)…very prophetic-archetypal fantasies that do not mainly represent the problem of the dreamer, but those of his time." (von Franz & Hillman, 2013, p.40). The fighting that Cady intuited that resembled the animal world did in fact come to pass. Further, the fact that the fighting is so widespread, among the majority of girls in class also suggests that it reflects a problem "of her time" of the separation between civilization and nature that results in the negative enantiodromia of fighting through gossip which surfaces as actual fighting. The principal, Mr. Duvall then triggers the fire extinguisher and calls for all the junior girls to report to the gymnasium. He then tries to fix the problem, only to realize it was too much for him so he steps down, the heroic ego passing it on to give voice to Mrs. Norbury.

Mrs. Norbury, on the spot, comes up with the idea to ask the girls to close their eyes and raise their hands if “they “have ever had a girl say something bad about (them) behind their backs” (Waters et al, 2005) and then open their eyes, revealing all raised hands. She then asks them to close their eyes and raise their hands if they have ever said anything behind another’s back, and then open, revealing all raised hands again. Mrs. Norbury then had the girls directly address each other about their concerns. Mrs. Norbury then asks Cady if there was anything she wanted to apologize for, probably knowing that Cady wrote the comment about her in the burn book. Cady says No, unable to face Mrs. Norbury, revealing how the inferior function “cannot challenge the hero. The opposing personality function is best suited for that purpose” (Shumate, 2021, pp 82-83).

Mrs. Norbury, does help heal the class, however, as she then has each girl give an apology to those they had harmed and then do a trust fall into the group. This exercise of each girl falling into the group in healing shows “this strange character of wholeness, the mystical aspect, which the inferior function often has” (von Franz & Hillman, 2013, p.49). Still, Cady runs away before her turn to apologize. Janis then apologizes to Regina for all the trickster shenanigans she and Cady pulled on her, further enraging Regina. Cady follows Regina outside, trying to apologize to her, but Regina gets hit by a bus and a rumor circulates that Cady pushed her, which wasn’t true. Her parents hear of it though, and that Cady is failing math, and Cady is grounded.

The next day at school, in response to Aaron defending Mrs. Norbury against the allegation of drug use to the cops in the classroom, Cady finally owns up to writing the rumor about Mrs. Norbury in class. Here we see how it is the opposing personality that can overcome the ego. Cady gets in trouble, but she stops acting inflated and Aaron starts directly opposing her again, as she scores 94 on her math quiz and he says “welcome back, nerd”. Further, Mrs. Norbury comes up with an opportunity, with her extraverted intuition, for Cady to get extra credit so she can evade failing math: participating with the math team in their final championship.

The math competition reaches a tie-breaking round and Cady is up to compete for her team. In the round, Cady and her opponent are asked to find the limit of an equation. Cady’s opponent answers first, incorrectly. Cady then tries to solve the equation. However, to solve the problem, she has to move from her dominant function to her inferior function. She uses her Si to recall what Mrs. Norbury was writing on the wall the week Aaron got his haircut, effectively drawing a link from her dominant Si to her inferior extraverted intuition function in Mrs. Norbury. She is then able to make the intuition that “the limit does not exist” which was the correct answer. It was thus not just her Si hero, which “welcomes facing challenges, that takes pleasure in recalling its past successful exploits, that revels in its unflagging reliability” (Beebe quoted in Shumate, 2021, pp. 81-82) but also its integration with the “limitless” possibilities of the intuition inferior function that led her to victory of the state championship.

Cady then attends the “spring fling” in her mathlete outfit. Here she finds that she won spring fling queen, and is “crowned”. However, she takes her opportunity in front of the class to apologize for the burn book, making up for the apology she didn’t make in Mrs. Norbury’s exercise with the girls in her class. She then compliments the class that they all look like royalty and breaks apart the crown which she says is “just plastic”, supposedly in reference to the group, and throws the pieces of the crown to the queen contestants and into the audience. In this way, she shows how “it is only by separating from the collective and by differentiating preferences among the mental functions that the individual can become conscious and begin to operate autonomously, able to see through his own projections and those of others” (Shumate, 2021, p. 14) as she sees through the popularity to what it is- a projection made of plastic.

Having made contact and peace with her inferior function she is able to differentiate herself from the group and welcomes others to do the same, piece by piece. She then finally gets to dance with Aaron, who in some ways would only dance with her if she was being her true self, showing how a “counter-intentional quality marks the difference between success achieved through unrelenting suppression of parts of the personality and success that unfolds organically through the emergence of the opposite parts of the personality.” (Shumate, 2021, p. 25). Cady’s true accomplishment, however, is being her unique self amidst one of the most challenging pressures to do so-the socially-conforming environment of high school.

As the movie comes to a close, we see others differentiating, with Regina channeling her rage in sports, Karen doing the weather report, and Gretchen speaking Vietnamese. Cady sums up her transformation, “I had gone from home-schooled jungle freak to shiny Plastic to most hated person in the world to actual human being”(Waters et al, 2005). Through personality theory she went from Si dominant to trickster inflation to Se opposing personality possession back to Si with contact with the inferior function of ISFJ, Ne. We also see how Cady’s differentiation helped others differentiate which resulted in greater peace.

In the end we do see a new group of Plastics, along with Cady saying if there were a new group of Plastics they “knew how to take care of it”(Waters et al, 2005), showing them almost getting hit by a bus. The film ends with Cady saying “just kidding” with a knowing smile”(Waters et al, 2005).. She is perhaps suggesting that there is no quick journey toward personal growth and transformation, and also that there is no way to will this sort of journey. The peace of differentiation, or “The “new thing” (transcendence) might come from outside or from inside, but “in no case was it conjured into existence through purpose and conscious willing” (Jung quoted in Shumate, 2021, p. 25). It is an unfolding interaction between one’s self and the environment involving the courage to come to terms with one’s own shadow and feelings of inferiority.

This movie has a personal “meaning” for me as I struggled to fit in in high school. I can relate to Cady eating alone in the bathroom, as for most

of my high school experience I ate alone in teacher's classrooms. I was not invited to parties of my peers. When girls I thought were my friends told a guy I liked him, he said "ew". However, I learned that when I let it go and embraced eating alone in the teachers' classrooms, I found friends who were also introverts who wandered into the classroom and our connection was all the more special because we had the freedom to be ourselves. And it was this introvert time that helped me find dear friends in college. Thus, though the pressure to find one's fit and conform is great, the freedom to be oneself in the presence of another differentiated person is worth it.

The struggle to belong spans past high school, and includes finding ones place in terms of job, location, and hobbies. Now social media has made this conforming pressure more immediate with virtual connection. From Cady's journey, however, we see how belonging does not come from the ego, rather it occurs organically after connecting with the inferior function. "Mean" girls and mean people may spread hostility on the web, but the panacea is to work toward personal cohesiveness and accessing the inferior function along with one's shadow functions, finding one's own meaning.

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